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ABSTRACT

Mankato State College's introductory Urban Education Program provides students with an inter-cultural, interdisciplinary, and inter-institutional educational program. The main emphasis of this program is on the clinical experiences at the Willard Elementary School, Minneapolis, Minnesota. Each college student is assigned to a classroom teacher. During the time they are in school, the students work with children in small groups or on an individual basis. The primary function is to help develop skills such as reading and mathematics. They also aid in other curricular areas, and occasionally they help their supervising teacher prepare and present lessons. One of the program's requirements is that students must spend 8 hours per week working with social agencies and community projects. Students are also required to enroll in psychology, sociology, political science, human growth and development, and educational methods. Their involvement in these courses is largely integrated with their experiences. The program is being subjectively evaluated by the students, professors, classroom teachers, and community resources personnel. Initial student reactions indicate initial culture shock, followed by self-examination. Students indicated a strengthened interest in teaching careers following the program. Appendixes are included. (MJM)

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The Introductory Urban Education Program

Mankato State College
Mankato, Minnesota 56001

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of Education

November 1971

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I. OVERVIEW OF THE INTRODUCTORY URBAN EDUCATION PROGRAM

One of the goals of the reorganization of the School of Education (see Appendix 1) at Mankato State College was to provide students international, inter-cultural educational experiences. Both the United States and the International Peace Corps organizations were contacted but neither were in a position to help sponsor such a venture. A limited international program was started in Haiti and student teachers continue to be placed in American schools in Mexico.

Alternative means of achieving the inter-cultural aspect of the goal became necessary. The urban black and American Indian cultures within the state were contacted. An inter-cultural, interdisciplinary, inter-institutional program was developed on a pilot basis in the Willard area of Minneapolis and the Minnesota State College Board has granted innovative funds for implementing a similar program on an Indian reservation in northern Minnesota.

The Introductory Urban Program is inter-cultural by virtue of the black and white culture of the Willard area of Minneapolis. It is interdisciplinary in that psychology, sociology, education, and political science classes are taught. It is inter-institutional in that professors and students come together from St. John's University, Augsburg College, Mankato State College, and St. Benedict's College. The program has also come to be called J.A.M.B., symbolizing St. John's, Augsburg, Mankato, and St. Benedict's participation.

The students from Mankato State College live at the Awareness House in St. Paul and participate in classrooms at Willard School. In the afternoons, the students attend classes and participate in community agencies. This allows the opportunity to intertwine the practical experiences gained in the classrooms

and community agencies with the most recent theoretical concepts the various disciplines have to offer. It results in an ideal combination of cognitive and affective growth.

II. PROGRAM ANALYSIS

GOALS OF INTERCULTURAL EDUCATION

The college of Education at Mankato State College has set as their objective the development of programs to achieve the following goals for intercultural education:

1. Develop the ability to translate social, political and educational theory into practice.
2. Develop an understanding of life styles, politics and problems of other cultures.
3. Promote a better understanding of one's own culture.
4. Help students become aware of the diversity of educ tionally oriented occupations in intercultural areas.
5. Develop an ability to generalize theory to new intercultural situations.
6. Develop an awareness of one's self.
7. Encourage self-evaluation of attitudes.

PROGRAMS

In order to produce learning conditions which would truly produce the outcomes indicated by the program objectives, a drastic revision of teaching strategies was necessary. The commitment was made to adopt participatory experiences as the primary instructional mode. All traditional academic offerings would be modified and integrated with the in-the-field experiences. Translation into community practice was made the uppermost goal for all academic input to students. This meant that the instructors roles were drastically changed. They not only had to meet with the students in the inter-cultural community in which the students were housed, but they also had to go out into the community to demonstrate and integrate the information and theories with the practical situation. A great deal of readjustment and new learning was required of the instructional staff as well as the students and the community agencies taking part in this venture. However, the program has been exceeding the optimistic expectations under which it was conceived and promises to be a major influence in the restructuring of the total college of Education.

In the following paragraphs the various aspects of the Urban Education Program are described in detail.

Recruitment of Students

Recruitment policy has as its goal the selection of students who are representative of the student body. One of the aims of the restructured college of education is the development of procedures for early identification of teacher education students. Consequently, the students in this program were selected from freshmen and sophomores. Because of the off-campus living requirements, only those who volunteered were considered.

The initial group of students were volunteers who met the general requirements of the program. Three-fourths of the students were freshmen, and the sexes were equally represented. All of the students were caucasian and all came from rural communities in southern Minnesota.

Living Experiences

During the Fall Quarter of the Introductory Program, the Mankato students have been living at the Awareness House.

The Awareness House is located in an inter-racial neighborhood of St. Paul, Minnesota. It is rented from the St. Paul Housing and Redevelopment Authority for $1 per year for the purpose of promoting positive human relations among teacher candidates. It is a large three-story structure with sleeping, lounging and cooking facilities for approximately 30 students. It has been used for housing students enrolled in a pre-professional educational block for two-week periods of participation in the St. Paul schools. Since the students in the Introductory Programs are involved in various experiences in a Minneapolis inter-cultural community, the location of their living quarters provides them with the additional advantage of living in and being a part of a different inter-racial community.

The Willard Community

The students' school and community experiences are mainly in the Willard area in North Minneapolis. The community was predominately Jewish until the mid 60's when a black influx began. During the years 1965-68 the turnover of teachers and students in the Willard School was tremendous. Many of the white students withdrew from Willard School to attend parochial schools. In 1969 a new principal arrived and many community agencies were enlisted to aid in overcoming the emerging community and school problems. The teacher

turnover has been largely halted primarily because the school became staffed by graduates of the University of Minnesota Urban Teaching Program.

Presently, approximately 70% of the school and 60% of the community population are black. Twenty-nine percent of the school and thirty-nine percent of the community are caucasian and one percent is Indian (see Appendices 2 and 3). The income of families in the area ranges from $2,500 to $30,000 per year.

A community council was established in 1969 to organize the community for the purposes of establishing and carrying out their own objectives. (See Appendix 4 for the Willard Community Objectives). The council consists of 5 community representatives and 3 representatives of Trainees of Teacher Trainers (TTT).

Public School Experiences

The main emphasis of this program has been on the clinical experiences at the Willard Elementary School. Each student has been assigned to a classroom teacher. During the time they are in the school, the students work with children in small groups or on an individual basis. The primary function is to help develop such skills as reading and mathematics. They also aid in other curricular areas, and occasionally they help their supervising teacher prepare and present lessons. Often the students find themselves in the role of liaison for children between the school and other agencies because of their extensive program of community involvement.

Community Experiences

One of the requirements on the program is that students must spend eight hours per week working with social agencies and community projects. There are basically two ways in which the students become involved in the community. One is that of providing teaching and leadership manpower for children through several agencies. Many of the students work in the Minneapolis

Cultural Arts Center which is located across the street from Willard School and run by the people of the community. It houses a day-care center, a pre-school, and after school activities for neighborhood children. Several of the students are teaching music and drama through this center.

Other agencies in which students work are the Oxford Recreation Center, The Hospitality House, and The Plymouth Youth Center. In addition, the students have organized various games and activities such as touch football in the community.

The second way in which students are involved in the community is in contributions to the planning and carrying out of community action programs. They have been attending community action meetings and talking to persons in the community to secure popular participation and governmental assistance in the renovation of the neighborhood. They have visited with the city planning and housing authority officials and with realtors in the area. They have also visited various community leaders including the North Pyramid Council, and they have attended various social events and church services.

Academic Experiences

Since one of the major goals of the Introductory Program is to develop in students the ability to translate theory into practice, many of the educational projects have been developed to serve that goal. The students are formally enrolled in the following courses: Sociology, Psychology, Political Science, Human Growth and Development, and Educational Methods (see Appendix 5 for a description of the courses).

Their involvement in these courses, however, is largely integrated with their experiences. Their psychology instruction, for instance, has been interwoven with visits to the Basic Skills Center and the Lincoln Learning Center, both located in the Willard community for the purpose of seeing aspects of psychology such as operant principles of learning being applied. In sociology the special projects has been to have each student take an eight block area

and conduct a house-by-house observation of the neighborhood. The students were asked to count the number of mailboxes, record the condition of house exteriors, and the condition and size of yards to determine if the houses were vacant, for sale, or owned by the Housing Authority. Each student moved from high density blocks with lower socio-economic level families and housing to low density blocks with upper middle class socio-economic level families and housing. (The latter area, still within the Willard community, is also inter-racial. Professional football players would exemplify the kinds of families living in this area.)

A project in political science requires that each student prepare a written report on the neighborhood power structure and its relationship to officials and agencies at higher levels of government.

Human Growth and Development and the education course instruction is integrated with the students' experiences and observations in Willard School.

PERSONNEL

Glen Enos - Three-tenths time Vice Principal at Willard School - Seven-tenths time Coordinator for the Trainees of Teacher Trainers (TTT) in the Willard community. Mr. Enos has spent many years in teaching and school administration in Africa and Minnesota.

Dexter Clarke - Community coordinator of Willard project. Mr. Clarke has lived in the Willard area for 12 years.

Dwain Petersen - Director of the Center for Cultural and Behavioral Education which coordinates the block at Mankato State College.

Paul Vaughan - Mankato State College professor of Sociology for the project. Extensive research with interracial groups. Lived in Willard area the summer of 1971. Instructs the Sociology course for the project.

Beatrice Moosally - Mankato State College professor of Educational Psychology. Instructs Psychology course for project. Lived in Willard area the summer of 1971.

Roger Zimmerman - Mankato State College Elementary Education professor. Has extensive experience supervising student teachers in rural and urban areas of Minnesota and also in Mexico.

Loretta Peltin - Professor at Augsburg College, Minneapolis, Minnesota. Teaches Introduction to Education.

Bill Cofell - Professor at St. John's College and St. Benedict's College. Teaches Human Growth and Development.

Charles Mundale - Mankato State College professor of Political Science. Teaches Political Science for the project.

BUDGET

The budget, derived from student fees, totals $1,863. Of this $1,200 is paid to Mankato State College faculty on an overload basis and approximately $600 is allowed for travel. Classroom supplies, secretarial service, and administration are provided by the Center for Cultural and Behavioral Education in the School of Education. Administration (Glen Enos) and Coordination (Dexter Clarke) at Willard Elementary School are provided by Trainers of Teacher Trainers (TTT) and the Minnesota Public Schools.

EVALUATION

The program is being subjectively evaluated by the students, professors, classroom teachers, and community resources personnel. In addition, an evaluation of faculty by students using a forced choice questionnaire, will be compared with evaluation of on-campus instruction. (See Appendix 6 for the questionnaire used). The students were pretested on an attitudinal questionnaire by the community coordinator (Appendix 7). A post-test using the same questionnaire will be given as a follow-up to the project.

The initial subjective reactions of the students indicate an initial cultural shock, followed by self-examination. Most students discovered prejudices within themselves which they had not previously recognized. Several students felt that the integration of course work with clinical experiences is the most relevant work they have ever had. One student indicated that it was the first time he had seen classroom theory move into reality the next day or week. (See Appendix 8 for selected student responses.)

The major criticism by the students was that they were housed in St. Paul and worked with the schools and agencies in Minneapolis. An attempt to secure housing in the Willard area is being made at this time. By living in Minneapolis the students would have more time for involvement in the Willard community.

Most students indicated that their interest in teaching careers has been strengthened.

The major observation of the Mankato State College instructors regarding the students is their enthusiasm for the entire program. The faculty feels that educational ideas are much more easily understood in this particular setting than in a classroom at Mankato State College. The Willard classroom

teachers have reacted very favorable to the presence of the Introductory students in their classrooms (See Appendix 9 for selected comments from the participatory classroom teachers).

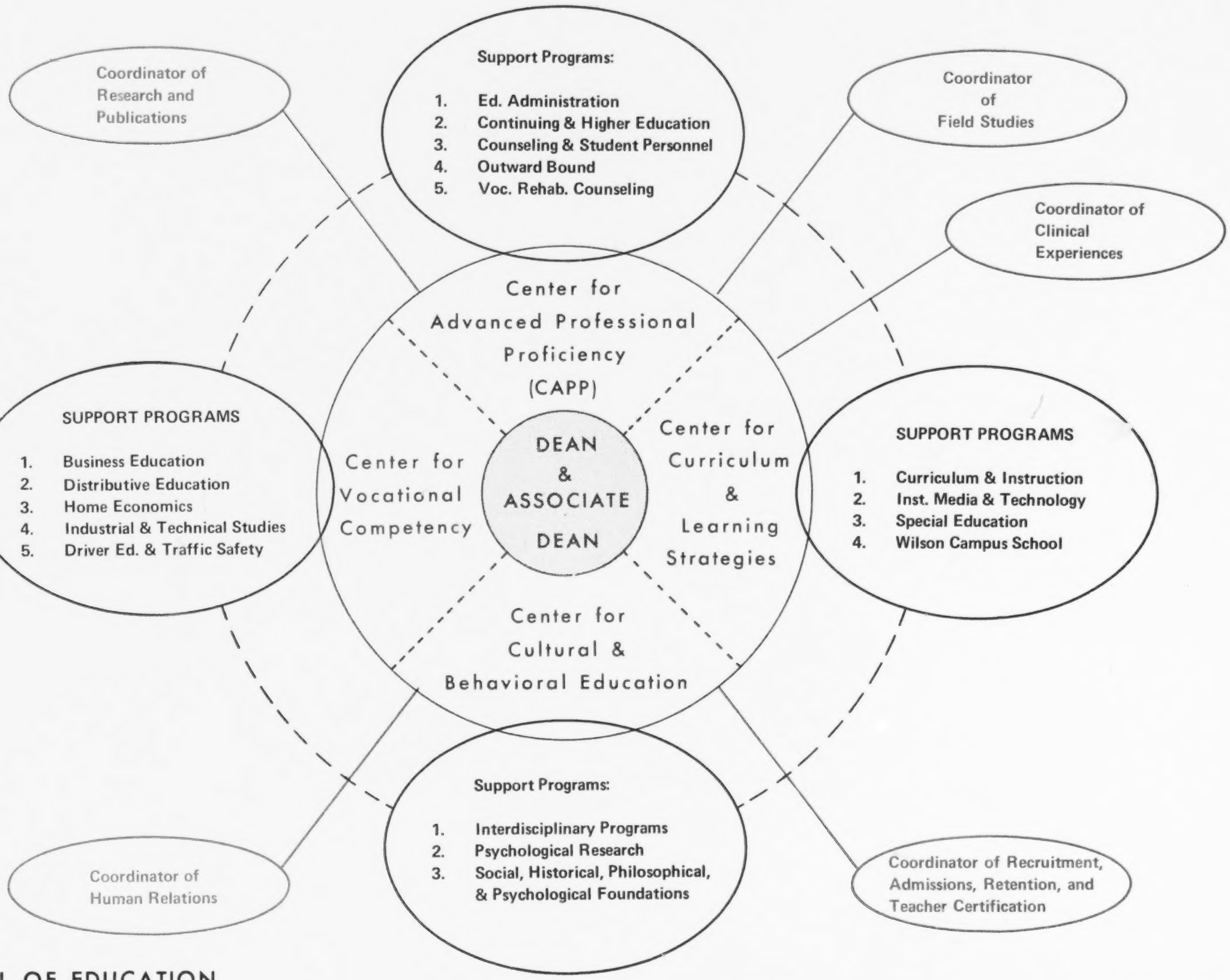
FUTURE PLANS

During Winter Quarter 1971-72, Mankato State College will expand the program at Willard School. A similar program will also be initiated at White Earth Indian Reservation. It will also include a program which integrates a multi-disciplinary academic approach with total community involvement. Nursing, Education, and Arts and Sciences students will participate in this program. The students will be working at Pine Point School and with social and community officials and agencies.

APPENDICES

Appendix 1

Reorganized Structure of the School of Education


Coordinator of Research and Publications
Support Programs:
1. Ed. Administration
2. Continuing & Higher Education
3. Counseling & Student Personnel
4. Outward Bound
5. Voc. Rehab. Counseling
Coordinator of Field Studies
Coordinator of Clinical Experiences
Center for Advanced Professional Proficiency (CAPP)
SUPPORT PROGRAMS
1. Business Education
2. Distributive Education
3. Home Economics
4. Industrial & Technical Studies
5. Driver Ed. & Traffic Safety
Center for Vocational Competency
DEAN & ASSOCIATE DEAN
Center for Curriculum & Learning Strategies
SUPPORT PROGRAMS
1. Curriculum & Instruction
2. Inst. Media & Technology
3. Special Education
4. Wilson Campus School
Center for Cultural & Behavioral Education
Support Programs:
1. Interdisciplinary Programs
2. Psychological Research
3. Social, Historical, Philosophical, & Psychological Foundations
Coordinator of Human Relations
Coordinator of Recruitment, Admissions, Retention, and Teacher Certification

SCHOOL OF EDUCATION
MANKATO STATE COLLEGE

Appendix 2

Distribution of Males & Females By Age Groups
in Census Tracts #27 and #32
(Willard Area)

1970 U.S. CENSUS

	#27				#32			
AGE	MALE		FEMALE		MALE		FEMALE	
0-5	249	15.5	236	16.6	167	14.6	156	12.7
6-9	180	11.2	173	10	125	10.9	122	9.9
10-13	178	11.0	156	9	123	10.8	123	10
14-17	133	8.3	133	7.7	122	10.7	112	9.1
18-21	102	6.3	104	6	58	5.1	65	5.2
22-24	456	28.4	548	31.6	317	27.9	385	31.3
45-64	201	12.5	236	13.6	166	14.5	178	14.5
65 +	109	6.8	147	8.5	62	5.4	88	7.2
Totals	1608	100	1733	100	1142	100	1229	100

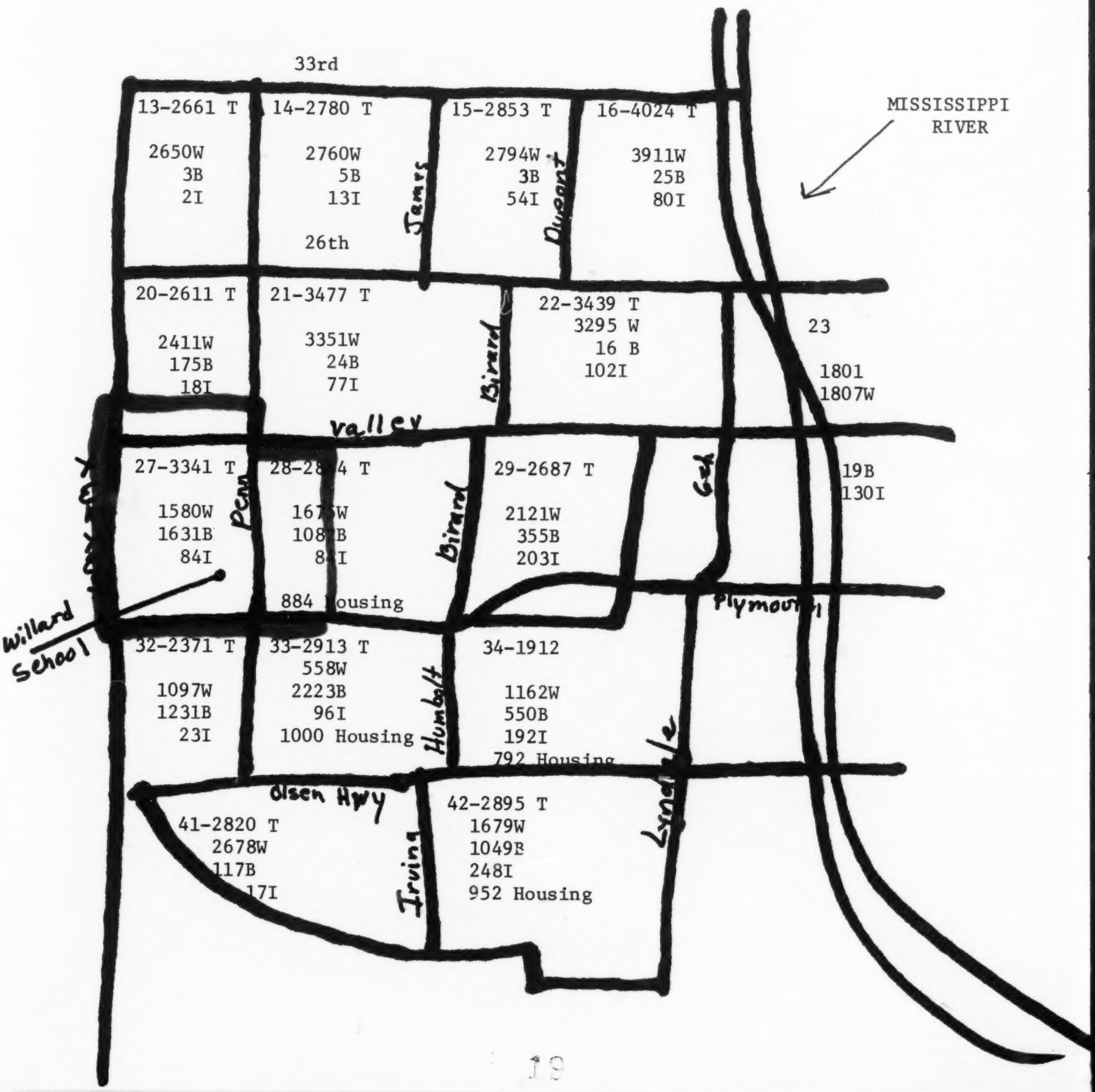
Appendix 3

Willard School Dist

1970 U.S. Census

Population No. Mpls. Tracts

W = White
B = Black
I = Indian
T = Total



Appendix 4

Willard Community Objectives

1. An ability to establish trust and communication with persons of cultural differences.

2. Awareness of cultural diversity which differs from their own.

3. An ability to deal with the Here and Now.

4. Sensitive feelings, attitudes and values of others when defining and solving human problems.

5. Ability to come to conclusions and take action on inadequate, unreliable and conflicting information.

   a. Willingness to take risk in situation where a sense of your values are involved.

   b. Understanding of oneself.

   c. Able to function in an inner-city community.

6. To become acquainted with the community.

   a. Become aware of and deal with individual differences within the community, its needs, desires, and goals.

   b. Demonstrate the ability to relate to a group of multi-cultural people socially, culturally and intellectually.

Appendix 5

Courses Taught in the
Introductory Urban Program

Sociology 1004 - Sociological Analysis of Social Problems. The main objective of this course is to teach the student basic sociological concepts and to enable him or her to understand the sociological perspective. By actually living in an urban setting, the student will have the opportunity to see and experience rather than just read about the problems of the central city and the life styles of the people.

Professor Paul Vaughn, Mankato State College

Political Science 1004 - An introduction to concepts and theories devised to explain and predict political behavior.

Professor Charles Mundale, Mankato State College

Elementary Education 3203 - Social Studies. Elementary Social Studies Methods. This course first exams the psychological, societal, and disciplinary background of social studies. The application is stressed as students plan long term activities in the form of daily lessons. The student will be expected to develop activities for children in current events, the use and construction of maps, large and small group activities, individualized projects, value analysis, expressive activities, and other social studies skills. Evaluative devices will also be developed. The student will be expected to apply the ideas of this class in the classroom in which he participates.

Professor Roger Zimmerman, Mankato State College

Psychology 1013. An introductory course suggesting ways of studying behavior objectively and discussing.

Professor Beatrice Moosally, Mankato State College

Introduction to Education 2443. Education in a democracy. The role of the teacher in the modern school in society; opportunities in teaching.

Professor L. Peltin, Augsburg College

Human Growth 3353. Studying human growth and development. Birth through adolescence.

Professor Bill Cofell, St. John's University

Student Evaluation of Faculty Survey Form

Place the appropriate number in the appropriate box:

☐☐☐☐ Line Number

☐ If course is in your Major or Minor field place number "1", if not place "2".

☐ 1. This instructor effectively communicates this discipline

YES! yes (?) no NO!
5 4 3 2 1

☐ 2. This instructor stimulates the desire to study and learn this discipline.

YES! yes (?) no NO!
5 4 3 2 1

☐ 3. This instructor is sensitive to the needs of individual students.

YES! yes (?) no NO!
5 4 3 2 1

☐ 4. This instructor fairly evaluates performance.

YES! yes (?) no NO!
5 4 3 2 1

☐ 5. Assignments by this instructor are relevant.

YES! yes (?) no NO!
5 4 3 2 1

☐ 6. Would you recommend this class/instructor to a friend with similar interests and abilities?

YES! yes (?) no NO!
5 4 3 2 1

Please read the questions carefully, and give them some thought. The effectiveness of the student evaluation of faculty project depends on the consideration you give the questions in applying them to your instructor.

The most important question to most students reading the results of this survey will be the last one. However, your answers to the other five questions will also tell other students very specifically, if you recommend the instructor.

All the questions deal with the instructor's performance in this particular class; however, be objective and fair: if you feel you are not putting the degree of effort forth that you feel you could or should, then take that into consideration when evaluating the instructor.

The results of this survey will be published into a book, and distributed beginning finals week, Monday, Dec. 13, 1971.

The Student Senate
Blue Book Task Force

Appendix 7

Community Coordinator's Pre-Evaluation for Students

Student Objectives/Goals

What are some of the goals or objectives you've set for yourself?

What do you feel yourselves leaving the community, what types of contributions do you see yourselves making to this community? Its needs, desires and goals.

Appendix 7
(cont'd)

Pre-Evaluation

Please record in writing your responses to the following questions or statements.

(A = Strongly agree, B = Mildly agree, C = Disagree)

1. Most references made in regard to inner-city areas are usually made in abusive terms.

   A. _____
   B. _____
   C. _____

2. Many parents of educationally disadvantaged children are eager to cooperate with the school but are to absorbed in their struggle for existence.

   A. _____
   B. _____
   C. _____

3. You can usually tell what type of neighborhood you're in by the condition of its housing.

   A. _____
   B. _____
   C. _____

4. Parents of poor disadvantaged children take very little interest in the education of their children.

   A. _____
   B. _____
   C. _____

5. Urban renewal programs are much needed and perhaps will solve the problems of the poor and disadvantaged.

   A. _____
   B. _____
   C. _____

6. What types of things are needed more so than improved housing to deal with existing conditions in inner-city schools and communities?

Appendix 7
(cont'd)

Page 2
Pre-Evaluation

7. It is only realistic to believe that teaching low income children will be more unpleasant than teaching middle-class children.

   A. _____
   B. _____
   C. _____

8. Your own childhood was spent in a family that is best classified as:

   A. upper-upper class _____
   B. lower-upper class _____
   C. upper-middle class _____
   D. lower-middle class _____
   E. upper-lower class _____
   F. lower-lower class _____

9. Would you ever consider living and teaching within an area such as the Willard Community? Explain why?

10. Briefly explain why you decided to get involved in this program. (TTT Urban Education)

Appendix 8

Student Comments Regarding the Introductory Block

"The knowledge we gained perhaps should be termed as innergrowth. It came through the new structure of learning--a learn process that has no walls--confining schedules which stifles the learning process as seen in the traditional classrooms. It removes the tunnel vision learning and creates an atmosphere conducive for the innergrowth necessary for the fast moving society, filled with conflict."

"Seems like yesterday I came with different eyes. Eyes glazed with racism to obstruct my view of people with physical and cultural differences. Blurred images evoke fear in most people, as they did in me, along with a feeling of pity for the poor blacks I must free. Today, I know it's everyone, of all races, colors, and creeds, who must unlock the gate of racism within themselves which interferes in their interaction with another. When this gate is opened and nothing held back, the honest expression of thoughts will sow a pasture of understanding."

"The knowledge I have gained thus far from this experience is very valuable to me. I've learned about prejudices which I thought and hoped I didn't have. I've learned that there is a great deal of room for change in the educational system. I've also learned that by coming up here I now have some knowledge of how the Blacks feel about Whites and what I can do to help them as well as myself and other Whites with the whole problem of racism. I just hope that I put what I have learned this quarter to its best possible use and don't underestimate my potential."

"An advantage I feel is important for myself is that since this is my first quarter of college, I feel as though I am now better prepared to go on

campus and I will not be ill-at-ease, hoping that there is some way I could escape from "campus living." This program has helped me to get rid of my restlessness. My decision to come up here was one of the best and most difficult I've made."

"It is very worthwhile--it is the best way available to introduce education--it is a total program and really together with opportunities in school, community, and books and professional people--it really shakes you up to things and shows you what it would take to be a good teacher....or a good liver for that matter. The whole experience is hard work but I know it's good."

"I have a feeling that the program is the most down to earth experience one can have in education. What impresses me is the fact of reading something and seeing it in reality the next day or week! It makes the courses much more worthwhile."

Appendix 9

Comments from Willard classroom teachers regarding
the Introductory Block

"The student in my room takes on the role of an instructional teacher with a small group of seven children for two hours a week. The topic for study in these groups changes every two weeks. So she has prepared three or four classes consisting of four, one-hour lessons per class."

"My student is most helpful to me just as a "second" hand -- to help in giving individualized one-to-one attention with directions, answering questions, and motivation - giving, to those who need it. Of course, this is, in turn, most beneficial to the students because they are helped faster than if I would be alone in the classroom and couldn't get around to everyone."

"He has worked as the "chief" guide and consultant to a group of three girls and two boys working on learning division. He has done this for at least a month and the students have progressed well under him. He also took the responsibility of supervising one-half of my class on the playground while I was Iowa testing with the other one-half."

"He has introduced and developed an electricity unit. When this project is finished he would like to start a magnet unit."